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ABSTRACT

From August 1974 to June 1975, three schools in the Owensboro, Kentucky area cooperated in an effort to provide an instructional program in mass communications to high school students. A four-year comprehensive high school, a vocational school, and Kentucky Wesleyan College pooled teaching staff, equipment, and facility resources in a course offering for 32 students during the 1974-75 school year. Students experienced extensive hands-on activities, learned how radio and television stations operate, and learned about career opportunities in the mass communications field. The high points of the program were the production of radio programs for airing on local commercial stations and the production of closed-circuit television programs. A course outline, bibliography, and equipment list are appended. (NJ)

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FINAL REPORT

August 15, 1974 - June 30, 1975

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Title of Project:	A Triangular Teaching Process in Mass Communication
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TABLE OF CONTENTS

Section I: Summary 3

Section II: Introduction 6

Section III: Conclusions and Recommendations . . 11

Section IV: Analysis 13

Appendix I 14

Appendix II 17

Appendix III 19

Appendix IV 22

July 14, 1975

The attached report does not represent a true final report as the project is to be continued for another year. However, it is believed that this report contains information that may be of value to other vocational educators. Please feel free to disseminate as you deem appropriate.

Robert M. Schneider, Director
Kentucky RCU

SUMMARY

SECTION I

Brief Description of the Problem:

No one educational institution can feasibly offer adequate curriculum in our present society. Public high schools, Vocational schools, and colleges each concentrate on the particular students and curriculum areas for which they are equipped and staffed. A cooperative effort from the three types of institutions may better fulfill some unique needs of high school students particularly.

With the emphasis on career education in recent years, there is a growing need for students to explore and prepare in vocational areas not previously available at Apollo. The mass communications field, a strategic and growing industry, is an example of such an area.

Objectives: In brief, the objectives of the program were as follows:

1. To teach a high school level course in mass communications utilizing the expertise of staff from all three schools.
2. For students to learn basically how a radio and TV station operates.
3. For students to learn what career opportunities exist in the communications field.
4. For students to produce a weekly radio program to be aired over a commerical station.
5. For each student to produce a four minute news program (radio), including a commerical.

6. For students to demonstrate journalistic and technical skills required for TV program production via closed circuit TV programs.
7. For students to produce a video-tape on the mass communications field which could be used in a ninth grade career unit.
8. For students to demonstrate their ability to use radio and TV equipment by passing a test at an 80 per cent level.

Results Obtained:

The course was taught to 32 students during the 74-75 school year. All of the stated objectives were achieved to some degree. Students experienced extensive hands-on activities which made their learning of the technical skills more efficient and meaningful. All students participated in the production of radio and TV programs. The TV equipment was used almost daily in other curriculum areas, and students in this class were responsible for operating the equipment when it was used. As a result of the exploration and preparation obtained in the class, one student is going to Kentucky Wesleyan in the associates degree program, one is going to a Bell & Howell technical school and four are going to Western with stated intentions to major in mass communications. Two students have taken the FCC test for the third class radio operators license.

Highlights:

The high points of this program were the production of radio programs for airing on a local commerical station and the production of closed-circuit TV programs. The visits by the students to local radio and TV stations and to Western's Mass Communications Department were most helpful.

Significance and Implication:

The significance of this project lies in the fact that the efforts of three educational institutions are directed toward a group of high school students. A larger number of students than is typically found in vocational school classes experienced exploration and preparation in a career area. Products of the class obtained the knowledge and skills necessary to enter one of three levels in the mass communications field: working at a radio or TV station, entering an advanced technical training program, or entering a college program in the field of mass communications.

Recommendations:

As a result of this years experience it is recommended that the program be continued and better refined, that more underclassmen be brought into the program, and that more job observation and job experience be included as a part of the planned program of instruction.

INTRODUCTION

SECTION II

Background for the Study:

Apollo High School is a four year comprehensive high school serving the western half of Daviess County. The school had offered journalism through its curriculum, but the content of the course was slanted toward the written media. The staff at Apollo felt that with the increased importance of the visual media, an effort should be made to provide students an opportunity to realistically explore and prepare in the radio and TV areas of mass communications. Traditionally, students have gotten hands-on experiences through the yearbook and school newspaper, but none in the visual media. The Apollo administration did not feel it had the facilities, equipment, or staff necessary to provide the experiences necessary for students; however, by combining the efforts of the three schools, it was felt an exemplary program could be developed.

Scope of the Project:

The project was directed primarily toward the 32 students in the Radio-TV class and involved two teachers at Apollo, one at the vocational school, and one at Kentucky Wesleyan. The impact was much broader in that the radio program reached the public over WVJS-WSTO, and video tapes reached the entire student body at Apollo. "The Orientation" tape will be viewed by all new students at Apollo as they are enrolled. Furthermore, the 75 member faculty at Apollo utilized the skills of class members for video-taping class activities for instructional purposes, and for video-taping themselves for professional improvement purposes.

Significance and Objectives:

Objective #1 - To utilize the expertise of staff and the resources of Apollo High School, the Daviess County Vocational School, and Kentucky Wesleyan College to teach a high school level course in Radio-TV Communications.

Comment:

This objective was achieved. It is significant in that the efforts of three schools are pooled for a specific group of students interested in a particular vocational area. This approach may be useful in any curriculum area where the staff expertise or facilities of a single school are not adequate for a particular training program.

Objective #2 - Students will learn, via presentation by radio station personnel and field trips to radio stations, how a radio station operates including the problems of advertising, programming, copy writing, management, news and sports coverage, production of commercials and programs, engineering, etc.

Comment:

Students achieved this objective. Visits were made to local radio stations and their personnel visited the class on numerous occasions. The management function was not emphasized as needed.

Objective #3 - Students will learn what career opportunities exist in the mass communications field, particularly radio and TV, by interviewing personnel in the field, using research materials available

at the three schools and in the community, and compile a class booklet containing that information.

Comment:

Students wrote 60 letters to people and businesses related to radio and TV throughout the country seeking career related information. They interviewed local people both in and out of the classroom. The students have an adequate understanding of the career opportunities in mass communications.

Objective #4 - Students will produce (plan, write the script, edit, staff) a weekly 30 minute radio program to be aired on WVJS-WSTO.

Comment:

WVJS-WSTO determined that once a month was the time they could allot to the Apollo radio program. Though this was less than requested, it worked out very well.

Objective #5 - Each student will produce a four minute news program on cassette tape which shall include a one minute commercial containing sound effects other than the spoken voice, and which shall be judged "broadcastable" by radio station personnel.

Comment:

This objective was not totally achieved. Students did make commercials and other tapes which were designed for simulated broadcast.

Objective #6 - Students will demonstrate learned: a) skills of TV program production such as writing and editing script, preparing que cards, rehearsing presentation, and editing for time and

content, and b) technical skills of camera techniques, dubbing appropriate background sounds, splicing and editing video tapes, and effective combination of live and filmed segments - this to be done by producing periodic in-school closed circuit TV programs.

Comment:

The students considered accomplishing this objective as the highlights of their experience. Two news programs are included as an appendix to this report. The amount of time required for planning and taping short ten minute programs was quite unexpected by the students. All the students participated in program production. One program was done in its entirety (directing, announcing, lighting, camera work) by an all female group.

Objective #7 - Students will produce a video-tape program which will be used in a ninth grade career unit and which will be used in a ninth grade career unit and which will be geared toward providing basic career information on the mass communication field, particularly radio and TV.

Comment:

Class members were not trained in time to produce a "career" program by the time it was needed in the ninth grade social studies classes. Instead, an "orientation" tape was produced. A copy is attached to this report as an appendices.

Objective #8 - Students will demonstrate their knowledge of and ability to use technical radio and TV equipment by passing at

an 30% level a battery of teacher-constructed tests designed to measure such knowledge and ability.

Comment:

This was done to the satisfaction of teachers. Students were required to demonstrate their knowledge by performing various functions with the available equipment.

CONCLUSIONS AND RECOMMENDATIONS

SECTION III

What was Accomplished:

One of the major goals of this project was to draw the attention of three institutions to focus on the specific interests and needs of students in mass communications. This goal was accomplished, although Kentucky Wesleyan did not participate in the program to the extent originally intended.

Much of the equipment needed to operate this program was purchased this year, as the local board matched exemplary funds for the purpose of equipment acquisition. With the boards continued support, most equipment needs should be met in another year.

A tentative curriculum has been developed. The content has pretty well been determined with a proper balance between journalistic and technical instruction being a serious consideration. Students were given a general introduction to the area of mass communications. They had extensive hands-on experience in all phases of preparing tapes for radio or TV production. Many materials were collected and purchased for use in the classroom. The staff is now aware of the community resource people who can be called upon to make a significant contribution to the students learning experience.

The class members do have a better understanding of the field of mass communications, particularly radio and TV. They know if they are interested in a career in this field, and if so which phase. Those interested have the skills necessary to enter their next phase of training.

What was not Accomplished:

Kentucky Wesleyan did not participate in the program to the extent originally intended. This was not the result of any unwillingness on their part, but rather on the fact that instruction by their staff was not adequately planned for and included at the appropriate places in the curriculum.

The curriculum itself was not developed to the quality desired. As a result of the year's work, the content needed has been determined. What is needed now is better organization and refinement.

A brochure describing the program planned for dissemination purposes has not been completed, but is scheduled for completion in December of 1975.

Recommendations:

1. The contribution that Kentucky Wesleyan can make should be maximized next year. A contractual agreement between the colleges and Apollo (so many hours of instruction for so many dollars) would better guarantee it being accomplished.
2. The curriculum needs to be refined so that it would be one other schools would want to model.
3. The curriculum should include more time for job observation or on-the-job training.
4. Underclassmen should be brought into the program so that those interested could enroll in the communications program at the vocational school while still a full-time high school student.

ANALYSIS

SECTION IV

This exemplary project in Mass Communications was successful in its first year. All the goals and objectives were achieved to some degree. The staff members have a clearer understanding of the objectives and what needs to be done to accomplish them. Sources for assistance from the community are better known. The primary jobs now seem to be refinement of the curriculum, refinement of the role each school plays in the curriculum, and expansion of the curriculum to include more job observation and/or training.

The students were the ones who really profited from the year's experience. They became very knowledgeable about the field of radio and TV. Their experiences in the class made it possible for them to determine if they want to pursue radio or television as a career. Those that do, have the knowledge and skills necessary for entry into the work force or an advanced training program.

APPENDIX I

RADIO-TV COMMUNICATIONS
(Course Outline)

I. Role of Mass Media in a Democratic Society

The people's need to know
The people's right to know
Feedback and feed-in to the media
Freedom, Responsibility, and Control of the Media

II. Role of Radio and TV

III. Basic Journalistic Principles

Fundamentals of a good news story: Who, What, When, Where?
Differences between news and opinion
How to write a news story for use on Radio or TV
What constitutes feature story material
Good communication style and techniques
Recognizing and knowing proper use of propaganda

IV. Radio Systems and Operation

Equipment
Operation and Management

V. TV Systems and Operation

Introduction to basic one-camera system
- The camera
- The VTR
- The Receivers

Professional TV Systems
- Studio operations
- Differences in various systems
- Video-switching
- Special effects
- Insert editing and Audio dubbing
- Basic principles of lighting
- Set construction
- Use of makeup
- Photography in TV
- Transmission of signal
- Modulation

VI. Checking Out the Systems

Basic trouble shooting

VII. Broadcast and Telecast Standards

FCC

VIII. Management of Radio and TV Stations

Media men and their audiences
Advertisers and Consumers
The Rating game
The Professional Newsman
Critique of the news
Editing and Ownership

IX. Opportunities in Mass Communications

Various careers

APPENDIX II

Appendix II

RADIO - TV COMMUNICATIONS

Bibliography

Learning about Mass Communication: Kentucky Department of Education, 1972

Mass Media: Heintz, Renter, Conley. Loyola University Press, 1972

Culture for the Millions: Norma Jacobs, edit., Bacon Press, Boston, 1968

Exploring Television: Wm. Kuhns, Loyola University, 1971

Mass Culture: Rosenberg and White, ed., The Free Press, New York, 1957

Introducing the Single Camera VTR System: Matting[illegible] and Smith, Charles Scribner's Sons, 1973

Television System Maintenance: Harold Ennes, Howard Sams and Co., 1968

Journalism - The Mass Media: Virginia Woodring, Ginn and Co., 1970

APPENDIX III

Equipment and Supplies Purchased for use in Radio-TV Class

1 Panasonic NV-3130 color/bw Video tape recorder

1 Panasonic 361-P B/W Camera

1 Panasonic CT 300V Color TV Monitor

1 Panasonic RQ-413-S Cassette Tape Recorder

1 Shure 565-NSD Uni-Directional Microphone

1 AKG D160E Omni-Directional Microphone

2 Turner 35-A Omni-Directional Microphones

1 Panasonic Vp-100 Dolly Tripod

1 Shure M-68 Mike-Mixer

1 Jerrold UM-2 Television Modulator

1 Weller D-550 Soldering Gun

2 Trend Extension Speakers

15 Single Camera Books "Smith-Mattingly"

1 Three-shelf book shelf

1 T-bar light set W/ 3-300 watt lights

2 Roll-about carts for 3130 and for 3400

2 Atlas Mike stands

3 20 ft. Patch cables

1 25 ft. Power Block

1 50 ft. Power Block

1 Camera Monitor Cable 10 ft.

3 Mike Extensions 10 ft.

4 Mike cables 3, 10 ft. - 1, 6 ft.

1 Camera extension cable 8 ft.

1 Modulator to RF out for other plugs PL 259 plugs both ends

1 Modulator to RF out cable for studio ONLY

1 VTR Modulator cable W/PL 259 and small plug

1 5 ft. Coax antenna cable

2 10 ft. Coax antenna cables

2 6 ft. Coax antenna cables

23 Panasonic NV-P71 1-hr. video tapes

3 V-32 Sony 1-hr. video tapes

1 Tilting board 36" x 24"

3 Sets letters of tilting board

1 Rear projection screen

22 Piece xcelite service master tool set 99-5m

2 Quasar TV's

Blonder Tongue Channel Amplifier

Blonder Tongue Signal Amplifier System

1 Fire Extinguisher

1 IBM Typewriter Electric (used)

APPENDIX IV

ENCLOSED VIDEO-TAPE

Includes three programs -

1. Orientation Tape
2. News Program Taped at Vocational School Studio
3. News Program Taped at AHS (final one of year)